

# FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



**Pam Stewart, Commissioner**  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399

**School:** Primary Learning Center  
**District:** 13 - Miami Dade  
**Principal:** Mr. Alberto M. Carvalho  
**SAC Chair:** Ms. Christine M. Rosario  
**Superintendent:** Mr. Alberto M Carvalho  
**School Board Approval Date:** [pending]  
**Last Modified on:** 10/08/2013

<b>Address:</b>	<u>Physical</u>	<u>Mailing</u>
	1500 BISCAYNE BLVD STE 101 Miami, FL 33132	1500 BISCAYNE BLVD STE 101 Miami, FL 33132
<b>Phone Number:</b>	305-523-8390	
<b>Web Address:</b>	<a href="http://plc.dadeschools.net">http://plc.dadeschools.net</a>	
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<b>School Type:</b>	Elementary School			
<b>Alternative/ESE:</b>	No			
<b>Charter:</b>	No			
<b>Title I:</b>	No			
<b>Free/Reduced Lunch:</b>	38%			
<b>Minority:</b>	78%			
<b>School Grade History:</b>	<u>2012-13</u> NOT GRADED	<u>2011-12</u>	<u>2010-11</u>	<u>2009-10</u>

### NOTE

Sections marked N/A in the online application have been excluded from this document.  
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

<b>Current School Status</b>	
<b>School Information</b>	
<b>School-Level Information</b>	
<b>School</b> Primary Learning Center	
<b>Principal's name</b> Mr. Alberto M. Carvalho	
<b>School Advisory Council chair's name</b> Ms. Christine M. Rosario	
<b>Names and position titles of the School-Based Leadership Team (SBLT)</b>	
<b>Name</b>	<b>Title</b>
Mr. Alberto M. Carvalho	Principal
Ms. Aillette A. Diaz	Assistant Principal
Ms. Christine M. Rosario	Lead Teacher
Mrs. Christine Machado-Denis	School Psychologist
Mrs. Jennifer Padron Mendez	SPED Chairperson
Mrs. Vanessa Rosario	Math Liaison
Ms. Elizabeth Hernandez	Pre-K Grade Level Chair
Ms. Vanessa Corujo	Kindergarten Grade Level Chair
Ms. Erin Lopez	1st Grade Level Chair
Mrs. Catherine Lopez Verdier	2nd-4th Grade Level Chair
<b>District-Level Information</b>	
<b>District</b> Miami Dade	
<b>Superintendent's name</b> Mr. Alberto M. Carvalho	
<b>Date of school board approval of SIP</b> Pending	
<b>School Advisory Council (SAC)</b>	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
<b>Describe the membership of the SAC including position titles</b>	
The M-DCPS PLC EESAC is composed of the following: Principal-1, Alternate Principal-1, Business/Community Representative(s)-3, Educational Support-1, Alternate Educational Support-1, Parent(s)-4, Alternate Parent-1, Teacher-1, Alternate Teacher(s)-3, Union Steward-1	
<b>Describe the involvement of the SAC in the development of this school improvement plan</b>	
The EESAC assists in the preparation, implementation, and evaluation of the School Improvement Plan (SIP). It brings together all stakeholders and involves them in an authentic role in decisions which affect instruction and the delivery of programs. Some of these decisions are recommendations for staff development opportunities, the purchase of additional instructional materials to support student achievement and the purchase of additional technology. In addition to addressing issues relative to core academic areas (Reading, Mathematics, Writing, and Science) on the SIP, the EESAC is also involved in the areas of parental involvement, suspensions, attendance, along with budget, staffing, and student support services.	
The EESAC provides the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Review. Additionally, the EESAC receives regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.	

**Describe the activities of the SAC for the upcoming school year**

This upcoming school year, the EESAC will:

- Plan, develop and monitor the M-DCPS Primary Learning Center School Improvement Plan
- Designate SAC funds towards student achievement
- Monitor school-wide academic goals and progress
- Enhance community support and relationships
- Provide a forum for school staff, parents, and community members to provide input on matters leading to student growth and achievement
- Schedule and conduct meetings on a regular basis
- Review all applicable student performance data
- Determine the students' needs and prioritize them
- Recommend strategies to improve areas of need
- Meet all District and State timelines
- Document data analysis and SIP reviews in the SAC minutes

**Describe the projected use of school improvement funds and include the amount allocated to each project**

EESAC funds of approximately \$2,000.00 will be allocated to implement digital media and enhance our Accelerated Reader program.

**Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below**  
In Compliance

**If no, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

# Administrators 2

# Receiving Effective rating or higher (not entered because basis is < 10)

**Administrator Information:**

**Mr. Alberto M. Carvalho**

Principal	Years as Administrator: 19	Years at Current School: 4
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**Credentials** Bachelor of Science-Biology and Biomedical Science; Master of Science-Educational Leadership

**Performance Record** The 2012-2013 academic school year was the first academic school year the M-DCPS PLC had a third grade class; therefore only Reading (Rdg.) and Math proficiency data is available:  
Rdg. Proficiency, 83%  
Math Proficiency, 83%  
In addition to being the M-DCPS PLC school principal, Mr. Carvalho is the superintendent of the M-DCPS District; therefore data for an individual school prior to 2013, is not applicable since he is responsible for all schools.

<b>Ms. Aillette Diaz</b>		
Asst Principal	Years as Administrator: 4	Years at Current School: 2
<b>Credentials</b>	Bachelor of Science-Elementary Education (K-6); ESOL Endorsed; Master of Science-Educational Leadership	
<b>Performance Record</b>	<p>The 2012-2013 academic school year was the first academic school year the M-DCPS PLC had a third grade class; therefore only Reading (Rdg.) and Math proficiency data is available:</p> <p>Rdg. Proficiency, 83%  Math Proficiency, 83%  2012 Barbara Hawkins Elementary –Assistant Principal  School Grade D  High Standards Rdg. 38  High Standards Math 41  Lrng Gains-Rdg. 59  Lrng Gains-Math 33  Gains-Rdg-25% 70  Gains-Math-25% 23</p> <p>2011 Barbara Hawkins Elementary –Assistant Principal  School Grade C  High Standards Rdg. 57  High Standards Math 77  Lrng Gains-Rdg. 46  Lrng Gains-Math 62  Gains-Rdg-25% 42  Gains-Math-25% 73</p>	
<b>Classroom Teachers</b>		
# of classroom teachers 19		
# receiving effective rating or higher 6, 32%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 6, 32%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 19, 100%		
# ESOL endorsed 16, 84%		
# reading endorsed 10, 53%		
# with advanced degrees 10, 53%		
# National Board Certified 0, 0%		
# first-year teachers 6, 32%		
# with 1-5 years of experience 6, 32%		
# with 6-14 years of experience 6, 32%		
# with 15 or more years of experience 1, 5%		
<b>Education Paraprofessionals</b>		
# of paraprofessionals 3		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 3, 100%		
<b>Other Instructional Personnel</b>		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 0		

# receiving effective rating or higher (not entered because basis is < 10)

### Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.

In order to recruit and retain highly qualified, certified-in-field, effective teachers, the assistant principal, Ms. Aillette Diaz and the lead teacher, Ms. Christine M. Rosario facilitate ongoing professional developments and coordinate school events that unify the community, parents, students and school staff. Additionally, new teachers are provided partnership opportunities with veteran teachers as well as partnering clinically certified teachers with student interns from local universities.

### Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities

The MDCPS PLC's mentoring program has designated a mentor teacher (for first year teachers) or buddy teacher (for second-third year teachers) to provide the following: sharing best practices; support with modeling lessons and lesson planning; classroom management and instructional strategies. The mentor teacher or buddy teacher has outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas.

### Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The M-DCPS PLC MTSS/RtI Leadership Team, uses a Tiered approach to the Problem Solving process, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

##### Tier 1

The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The M-DCPS PLC MTSS/RtI Team will monitor student progress by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency. (What progress will show a positive response?)
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS/RtI problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

## Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RtI, Tier 1 worksheets completed three times per year. The MTSS/RtI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/RtI, End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the MTSS/RtI leadership team extends the intent of the SIP to Pre-kindergarten, kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

### **What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?**

#### Tier 1 (Leadership Team)

The school's administrators will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources:

- Mr. Alberto M. Carvalho, Principal
- Ms. Aillette Diaz, Assistant Principal

Teacher(s) and Instructional Liaisons who share the common goal of improving instruction for all students. These team members will work to build staff support, internal capacity, and sustainability over time:

- Ms. Christine M. Rosario, Lead Teacher
- Mrs. Jennifer Padron Mendez, SPED Chairperson
- Mrs. Christine Machado-Denis, School Psychologist
- Ms. Esther McVoy, Speech-Language Pathologist

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically monthly to review consensus, infrastructure, and implementation of building level MTSS/RtI.

#### Tier 2

Selected members of the MTSS/RtI Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

- Ms. Elizabeth Hernandez, Pre-kindergarten Grade Level Chair
- Ms. Vanessa Corujo, Kindergarten Grade Level Chair
- Ms. Erin Lopez, First Grade Level Chair
- Mrs. Catherine Lopez Verdier, 2nd-4th Grade Level Chair

#### Tier 3 SST

The following members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

- Ms. Aillette Diaz, Assistant Principal
- Ms. Christine M. Rosario, Lead Teacher

- Mrs. Jennifer Padron Mendez, SPED Chairperson
- Mrs. Christine Machado-Denis, School Psychologist

**Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Tier 1 and Tier 2 worksheets document aim lines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS/Rtl implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS/Rtl process informs the discussion at MTSS/Rtl leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

**Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)**

Data will be used to guide instructional decisions and system procedures for all students to adjust the delivery of curriculum and instruction to meet the specific needs of students. Data will also assist in adjusting the delivery of

behavior management system, revising the allocation of school-based resources, driving decisions regarding targeted professional development, and creating student growth trajectories in order to identify and develop interventions.

Managed data will include:

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators,

Ongoing Progress Monitoring Tools, Phonics Screening Inventory)

- VPK assessment
- STAR reading assessment
- Oral Reading Fluency Measures
- Interim assessments
- State/District Reading, Math and Science assessments
- FCAT

• Student grades

• School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys

- Attendance
- Frequency Monitoring

**Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The school will participate in the MTSS/Rtl district professional development which consists of:

1. Administrators will attend district trainings in MTSS/Rtl foundations and MTSS/Rtl problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS/Rtl team members will attend district trainings in MTSS/Rtl foundations and MTSS/Rtl problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida Rtl online training at providing a network of ongoing support for Rtl.

In addition, the MTSS/Rtl Leadership Team will monitor the school's consensus, infrastructure, and implementation using the recommended tools which can be found at [http://www.floridarti.usf.edu/resources/program\\_evaluation/ta\\_manual\\_revised2012/index.html](http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html), to reach a rating of at least 80% MTSS/Rtl implementation in the school.

Additionally, the school will utilize back to school night to present MTSS/Rtl to parents and hand out parent MTSS/Rtl brochures which can be found at <http://rti.dadeschools.net>.

**Increased Learning Time/Extended Learning Opportunities**

*This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).*

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy: Extended Day for All Students**

**Minutes added to school year:** 6,720

**Strategy Purpose(s)**

Instruction in core academic subjects

**Strategy Description**

Teachers at M-DCPS PLC increase the amount and quality of learning time by providing intervention to low performing students during school hours. Identified students work in small groups with certified teachers five days a week for 30 minutes per day, using the Reading Wonders intervention program from McGraw Hill.

Students who demonstrate capacity for accelerated enrichment programs are evaluated and enrolled in our Gifted Classes with a more advanced curriculum and rigorous project-based activities are embedded in the instruction. In addition, students in need of additional support or enrichment are enrolled in our after care Reading and Math support or enrichment programs.

**How is data collected and analyzed to determine the effectiveness of this strategy?**

The effectiveness of our intervention and enrichment programs are evaluated by improvements in weekly benchmark tests as well as through District provided Baseline and Quarterly Interim Assessments. The MTSS/Rtl Team meets monthly to analyze the data, discuss students' academic progress and adjusts strategies when necessary.

**Who is responsible for monitoring implementation of this strategy?**

The MTSS/Rtl Team will monitor, evaluate and adjust this strategy as needed throughout the school year to ensure increased student performance.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**



Name	Title
Mr. Alberto M. Carvalho	Principal
Ms. Aillette Diaz	Assistant Principal
Ms. Christine M. Rosario	Lead Teacher
Mrs. Jennifer Padron Mendez	SPED Chairperson
Ms. Vanessa Corujo	Kindergarten Grade Level Chair
Ms. Alexis Duarte	Kindergarten Teacher
Ms. Erin Lopez	First Grade Level Chair
Mrs. Catherine Lopez Verdier	2nd-4th Grade Level Chair
Mrs. Vanessa Rosario	Math Liaison
<p><b>Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)</b>            In order to create a collaborative environment that fosters sharing and learning, develop a school wide organizational model that supports literacy instruction in all classes and encourage the use of data to improve teaching and student achievement. The M-DCPS PLC Literacy Leadership Team will meet monthly to:</p> <ul style="list-style-type: none"> <li>• Review/discuss pertinent data to make teaching decisions regarding the utilization of resources based on data analysis that indicates the needs of students</li> <li>• Provide time for collegial discussion and dialogue about improving instruction</li> <li>• Interprets the needs of teachers through data analysis</li> <li>• Stay current on educational trends and developments</li> <li>• Plan to model quality instructional practices at meetings</li> <li>• Provide opportunities for staff to attend and actively participate in professional development and other learning opportunities</li> <li>• The team will consider student assessment data, classroom observational data, and the professional development listed on the School Improvement Plan when planning professional development for the school</li> </ul>	
<p><b>What will be the major initiatives of the LLT this year?</b>            This 2013-2014 school year, the LLT will focus on:</p> <ul style="list-style-type: none"> <li>• Creating a school-wide focus on literacy and reading achievement by establishing model classrooms; conferring with Literacy Team, teachers and administrators; and providing professional development based on need</li> <li>• Provide opportunities for members of the Literacy Team to share their expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions</li> <li>• Encourage teachers to engage in higher order thinking and discussion using a variety of formats and texts and incorporating technology such as Interactive SMART boards and iPADS</li> </ul>	
<p><b>Preschool Transition</b>            This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>	
<p><b>Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable</b>            In order to ensure that all incoming Kindergarten students are ready for academic success in school, it is imperative that students and families have the support they need to transition into the routine and expectations of attending Florida schools. The assistant principal holds a school tour monthly throughout the school year for potential students to showcase our site, and answer questions/</p>	

concerns from parents. Furthermore, at the time of registration, faculty and staff members explain procedures to parents in an effort to facilitate the transition from Pre-Kindergarten into Kindergarten. Communication with parents in the form of memorandums, newsletters, flyers, orientation meetings, workshops, webpage, telephone communications, and face to face contact occurs on a continuous basis. VPK teachers and parents create a partnership to make parents aware of the expectations and demands of Kindergarten in order to help students transition smoothly.

The classroom teachers are responsible for all assessments and evaluations. Current Pre-Kindergarten students are administered the State Mandated VPK assessment, three times throughout the year, to monitor students' academic progress as they prepare for Kindergarten. This evaluation tool is aligned with the Kindergarten, FLKRS/FAIR assessment and supports phonological awareness. In addition, District personnel from the Division of Early Childhood provide feedback and support on the progress of the program.

**Expected Improvements**

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Area 1: Reading****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		23%
Students scoring at or above Achievement Level 4	11	61%	62%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	14	88%	89%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		55%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	63%	67%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		40%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		45%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	216	97%	98%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	1	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	1	0%	0%
Students who are not proficient in reading by third grade	3	17%	15%
Students who receive two or more behavior referrals	5	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe parental involvement targets for your school**

During the 2012-2013 academic school year, approximately 56% of our parents attended the various parental involvement events sponsored at the M-DCPS PLC. Our goal is to increase the percentage of parental involvement events by 10 percentage points, indicating that there will be 66% parental involvement during the 2013-2014 academic school year.

**Specific Parental Involvement Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Parent engagement opportunities will provide more information on how technology can be used to enhance learning.	60	56%	66%
		%	%

## Goals Summary

**Goal #1:**

Based on the District Writing Baseline,our Writing goal for the 2013-2014 school year is to attain 85% of students scoring 3.5 or above on the 2014 FCAT Writing Assessment. (This is the first year with 4th grade thus FCAT data was not provided)

**Goal #2:**

Our Reading goal for the 2013-2014 school year is to increase students scoring at or above Achievement Level 3 for all students by 2 percentage points to 85%

**Goal #3:**

Our STEM goal for the 2013-2014 school year is to increase the number of STEM-related experiences and student participation by 1 percentage point to 98%.

**Goal #4:**

Our EWS goal for the 2013-2014 school year is to implement consistent monitoring of Early Warning Systems which will assist in increasing academic achievement by supporting students' needs through school-wide and community resources

**Goal #5:**

Our Mathematics goal for the 2013-2014 school year is to increase students scoring at or above Achievement Level 3 for all students by 2 percentage points to 85%

**Goal #6:**

Our Parental Involvement goal for the 2013-2014 school year is to increase the percentage of parental involvement events by 10 percentage points, indicating that there will be 66% parental involvement during the 2013-2014 academic school year

## Goals Detail

**Goal #1:** Based on the District Writing Baseline,our Writing goal for the 2013-2014 school year is to attain 85% of students scoring 3.5 or above on the 2014 FCAT Writing Assessment. (This is the first year with 4th grade thus FCAT data was not provided)

**Targets Supported** • Writing

**Resources Available to Support the Goal** • Pacing Guides; Mentor Text; Professional Text; Graphic Organizers; Professional Development

**Problem-Solving to Achieve the Goal**

**Barrier #1:** Based on the District Writing Baseline, students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

### Plan to Monitor Progress Toward the Goal

**Action:**

Following the FCIM model, the Literacy Leadership Team will review monthly assessment data reports to monitor students' progress and adjust instruction as needed.

**Person or Persons Responsible:**

Literacy Leadership Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Formative: Student Monthly Writing Samples; District writing Post-Test Summative: 2014 FCAT 2.0

<b>Goal #2:</b>	<b>Our Reading goal for the 2013-2014 school year is to increase students scoring at or above Achievement Level 3 for all students by 2 percentage points to 85%</b>
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**Targets Supported**

- Reading
- Reading - FCAT2.0
- Reading - CELLA

**Resources Available to Support the Goal**

- McGraw-Hill Reading Wonders Series; McGraw-Hill Reading Wonders Interventions; Accelerated Reader; Imagine Learning Computer Program; Mini iPADS

### Problem-Solving to Achieve the Goal

- Barrier #1:** Performance data for students scoring at Achievement Level 3 on the 2013 FCAT indicates that there is a deficiency in Reporting Category 4-Informational Text and Research Process [LA.3.6.1.1], resulting in difficulty reading and organizing informational text and text features to perform a task
- Barrier #2:** Performance data for students scoring at or above Achievement Level 4 on the 2013 FCAT indicates that there is a deficiency in Reporting Category 4-Informational Text and Research Process [LA.3.6.1.1], resulting in difficulty reading and organizing informational text and text features to perform a task
- Barrier #3:** Performance data for students on the 2013 CELLA Listening and Speaking sections indicate that students require multi-sensorial experiences to develop their listening and linguistic skills as well as additional opportunities in and outside of the classroom to speak in English
- Barrier #4:** Performance data for students on the 2013 CELLA Reading section indicates that students require additional opportunities to read in English
- Barrier #5:** Performance data for students on the 2013 CELLA Writing section indicates that students require additional opportunities to practice academic writing and improve on the writing process

**Plan to Monitor Progress Toward the Goal**

**Action:**

Following the FCIM model, the Literacy Leadership Team will review monthly assessment data reports to monitor students' progress and adjust instruction as needed.

**Person or Persons Responsible:**

Literacy Leadership Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Formative: District Interim Assessment Data Summative: 2014 FCAT 2.0

**Goal #3:** Our STEM goal for the 2013-2014 school year is to increase the number of STEM-related experiences and student participation by 1 percentage point to 98%.

**Targets Supported** • STEM  
• STEM - All Levels

**Resources Available to Support the Goal** • STEM Scholastic Books; Mini iPADS; SmartBoards; Digital Microscopes; Lab Equipment; Field Trips; Science Fair; M-DCPS PLC Garden

**Problem-Solving to Achieve the Goal**

**Barrier #1:** Due to the non-traditional setting of the M-DCPS Primary Learning Center, students have received limited opportunities to participate in project-based learning experiences.

**Plan to Monitor Progress Toward the Goal**

**Action:**

The MTSS/RtI Team will conduct classroom walk-throughs to observe classroom instruction to determine whether these strategies are being implemented.

**Person or Persons Responsible:**

MTSS/RtI Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Formative: Lesson Plans; Grade Level Minutes; School-Based Assessments; District Science Interim Assessment

**Goal #4:** Our EWS goal for the 2013-2014 school year is to implement consistent monitoring of Early Warning Systems which will assist in increasing academic achievement by supporting students' needs through school-wide and community resources

**Targets Supported** • EWS

**Resources Available to Support the Goal**

- COGNOS, ISIS, SCAM Forms, Attendance Reports, and Academic Grade Reports

**Problem-Solving to Achieve the Goal**

- Barrier #1:** The school understands that academic development is correlated to student attendance, on grade level mastery, and behavior. In monitoring the Early Warning Systems, our school will improve on student attendance by further minimizing the number of students who miss 10 percent or more of available instructional time.
- Barrier #2:** The school understands that academic development is correlated to student attendance, on grade level mastery, and behavior. In monitoring the Early Warning Systems, our school will improve on further minimizing the number of students who receive two or more behavioral referrals.
- Barrier #3:** The school understands that academic development is correlated to student attendance, on grade level mastery, and behavior. In monitoring the Early Warning Systems, our school will improve on further minimizing the number of students retained in third grade because they are not proficient in reading.

**Plan to Monitor Progress Toward the Goal**

**Action:**

The MTSS/RtI Team will schedule reviews of data (interim assessment reports, attendance reports, truancy reports, suspension reports, school attendance rosters, and SCAM forms), to monitor students' progress and adjust strategies as needed.

**Person or Persons Responsible:**

MTSS/RtI Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Reports generated from interim assessment reports, attendance reports, truancy reports, suspension reports, school attendance rosters, COGNOS, and SCAM forms

**Goal #5:** Our Mathematics goal for the 2013-2014 school year is to increase students scoring at or above Achievement Level 3 for all students by 2 percentage points to 85%

- Targets Supported**
- Math
  - Math - Elementary and Middle FCAT 2.0

**Resources Available to Support the Goal**

- Go Math Series; Go Math Manipulatives Resource Kit; Think Central Online Resources and Interventions; Mini iPADS

**Problem-Solving to Achieve the Goal**

- Barrier #1:** Performance data for students scoring at Achievement Level 3 on the 2013 FCAT indicates that there is a deficiency in Reporting Category-Number 1: Operations, Problems, and Statistics, resulting in difficulty in mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs



**Barrier #2:** Performance data for students scoring at Achievement Level 4 and above on the 2013 FCAT indicates that there is a deficiency in Reporting Category-Number 1: Operations, Problems, and Statistics, resulting in difficulty in mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs

**Plan to Monitor Progress Toward the Goal**

**Action:**  
Following the FCIM model, The MTSS/RtI Team will review monthly assessment data reports to monitor students' progress and adjust instruction as needed.

**Person or Persons Responsible:**  
MTSS/RtI Team

**Target Dates or Schedule:**  
Monthly

**Evidence of Completion:**  
Formative: Think Central Software Reports; Go Math Benchmark Assessment Data; Interim Assessment Data Summative: 2014 FCAT 2.0

**Goal #6:** Our Parental Involvement goal for the 2013-2014 school year is to increase the percentage of parental involvement events by 10 percentage points, indicating that there will be 66% parental involvement during the 2013-2014 academic school year

**Targets Supported** • Parental Involvement

**Resources Available to Support the Goal** • PTSA; Volunteer Liaison

**Problem-Solving to Achieve the Goal**

**Barrier #1:** Limited parental participation in school wide activities is due to conflicts with time and availability

**Plan to Monitor Progress Toward the Goal**

**Action:**  
The MTSS/RtI Team will monitor school volunteer logs on a quarterly basis and will monitor the school calendar to ensure it provides information regarding school events parents can attend. Additionally, the administration will target students identified at risk and involved in interventions to ensure their parents are encouraged to participate in school volunteer opportunities or referred to appropriate agencies that can assist them in providing assistance for their children.

**Person or Persons Responsible:**  
MTSS/RtI Team

**Target Dates or Schedule:**  
Monthly; Quarterly

**Evidence of Completion:**  
Volunteer Logs; Sign-In Sheets' Parent/Teacher Conference Logs

**Action Plan for Improvement**

<b>Goal #1:</b>	Based on the District Writing Baseline,our Writing goal for the 2013-2014 school year is to attain 85% of students scoring 3.5 or above on the 2014 FCAT Writing Assessment. (This is the first year with 4th grade thus FCAT data was not provided)
<b>Barrier #1:</b>	Based on the District Writing Baseline, students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.
<b>Strategy #1:</b>	Students will be provided opportunities to write narratives with an engaging plot and a range of appropriate and specific narrative actions.

**Action Step 1**

**Action:**

Teachers will provide students with graphic organizers, strategies, timelines and storyboards as a prewriting activity that focus on one main event. During the revision process students will focus on adding supporting details, substitute active verbs for common verbs and specific words for general words.

**Person or Persons Responsible:**

Teachers

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: Monthly Writing Samples

**Plan to Monitor Fidelity of Implementation of the Strategy**

**Action:**

The Literacy Leadership Team will conduct classroom walk-throughs to observe classroom instruction to determine whether these strategies are being implemented. Additionally, lesson plans and grade level meeting minutes will be reviewed for evidence of implementation.

**Person or Persons Responsible:**

Literacy Leadership Team

**Target Dates or Schedule:**

Weekly

**Evidence of Completion**

Formative: Lesson Plans; Grade Level Minutes; Monthly Writing Samples

**Plan to Monitor Effectiveness of the Strategy**

**Action:**

The Literacy Leadership Team will conduct data chats upon receiving the Monthly Writing Assessment Data. Instruction will be adjusted as needed.

**Person or Persons Responsible:**

Literacy Leadership Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Formative: District Writing Post-Test; Student Monthly Writing Samples

<b>Goal #2:</b>	Our Reading goal for the 2013-2014 school year is to increase students scoring at or above Achievement Level 3 for all students by 2 percentage points to 85%
<b>Barrier #1:</b>	Performance data for students scoring at Achievement Level 3 on the 2013 FCAT indicates that there is a deficiency in Reporting Category 4-Informational Text and Research Process [LA.3.6.1.1], resulting in difficulty reading and organizing informational text and text features to perform a task
<b>Strategy #1:</b>	Implement text features and search tools to locate information relevant to a given topic

**Action Step 1 - PD Opportunity**

**Action:**

Instruction should include the implementation of real-world documents such as how-to articles, brochures, fliers, charts, and websites to locate, interpret, and organize information.

**Person or Persons Responsible:**

Teachers

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: OPM Data Reports; District and School-Based Assessment Reports; Student Folders

**Facilitator:**

Reading/LA Department

**Participants:**

Reading/LA Teachers

**Plan to Monitor Fidelity of Implementation of the Strategy**

**Action:**

The Literacy Leadership Team will conduct classroom walk-throughs to observe classroom instruction to determine whether these strategies are being implemented. Additionally, lesson plans and grade level meeting minutes will be reviewed for evidence of implementation.

**Person or Persons Responsible:**

Literacy Leadership Team

**Target Dates or Schedule:**

Weekly

**Evidence of Completion**

Formative: Lesson Plans; Grade Level Minutes; OPM Data Reports

**Plan to Monitor Effectiveness of the Strategy**

**Action:**

The Literacy Leadership Team will conduct data chats upon receiving the Interim Assessment Data. Instruction will be adjusted as needed.

**Person or Persons Responsible:**

Literacy Leadership Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative: District and School-Based Assessment Reports; Interim Assessment Data; FAIR Data

<b>Goal #2:</b>	Our Reading goal for the 2013-2014 school year is to increase students scoring at or above Achievement Level 3 for all students by 2 percentage points to 85%
<b>Barrier #2:</b>	Performance data for students scoring at or above Achievement Level 4 on the 2013 FCAT indicates that there is a deficiency in Reporting Category 4-Informational Text and Research Process [LA.3.6.1.1], resulting in difficulty reading and organizing informational text and text features to perform a task
<b>Strategy #1:</b>	Implement text features and search tools to locate information relevant to a given topic

**Action Step 1 - PD Opportunity**

**Action:**

Instruction should include the implementation of real-world documents such as how-to articles, brochures, fliers, charts, and websites to locate, interpret, and organize information.

**Person or Persons Responsible:**

Teachers

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: OPM Data Reports; District and School-Based Assessment Reports; Student Folders

**Facilitator:**

Reading/LA Department

**Participants:**

Reading/LA Teachers

**Plan to Monitor Fidelity of Implementation of the Strategy**

**Action:**

The Literacy Leadership Team will conduct classroom walk-throughs to observe classroom instruction to determine whether these strategies are being implemented. Additionally, lesson plans and grade level meeting minutes will be reviewed for evidence of implementation.

**Person or Persons Responsible:**

Literacy Leadership Team

**Target Dates or Schedule:**

Weekly

**Evidence of Completion**

Formative: Lesson Plans; Grade Level Minutes; OPM Data Reports

**Plan to Monitor Effectiveness of the Strategy**

**Action:**

The Literacy Leadership Team will conduct data chats upon receiving the Interim Assessment Data. Instruction will be adjusted as needed.

**Person or Persons Responsible:**

Literacy Leadership Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative: District and School-Based Assessment Reports; Interim Assessment Data; FAIR Data

<b>Goal #2:</b>	Our Reading goal for the 2013-2014 school year is to increase students scoring at or above Achievement Level 3 for all students by 2 percentage points to 85%
<b>Barrier #3:</b>	Performance data for students on the 2013 CELLA Listening and Speaking sections indicate that students require multi-sensorial experiences to develop their listening and linguistic skills as well as additional opportunities in and outside of the classroom to speak in English
<b>Strategy #1:</b>	Teachers will incorporate more multi-sensorial experiences which will promote the implementation of the students' ideas and their language to develop their skills

**Action Step 1**

**Action:**

The following instructional strategies will be utilized to address students' needs in the areas of Listening and Speaking: Language Experience Approach (LEA); Modeling; Role-Play; Language Practice; Think Alouds; Teacher-Led Groups

**Person or Persons Responsible:**

Teachers

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative Assessment: Story Experience Writing; Monthly Writing Samples; Teacher-Led Group Logs

**Plan to Monitor Fidelity of Implementation of the Strategy**

**Action:**

The Literacy Leadership Team will conduct classroom walk-throughs to observe classroom instruction to determine whether these strategies are being implemented.

**Person or Persons Responsible:**

Literacy Leadership Team

**Target Dates or Schedule:**

Weekly

**Evidence of Completion**

Formative: Story Experience Writing; Monthly Writing Samples; Teacher-Led Group Logs

**Plan to Monitor Effectiveness of the Strategy**

**Action:**

The Literacy Leadership Team will conduct data chats upon receiving the Interim Assessment Data. Instruction will be adjusted as needed.

**Person or Persons Responsible:**

Literacy Leadership Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative: District and School-Based Assessment Reports; Interim Assessment Data; FAIR Data

<b>Goal #2:</b>	Our Reading goal for the 2013-2014 school year is to increase students scoring at or above Achievement Level 3 for all students by 2 percentage points to 85%
<b>Barrier #4:</b>	Performance data for students on the 2013 CELLA Reading section indicates that students require additional opportunities to read in English
<b>Strategy #1:</b>	In order for students to become proficient in Reading students need additional opportunities to consistently use computer research based programs.

**Action Step 1 - PD Opportunity**

**Action:**

During Teacher-Led Group instruction, students will utilize the following evidence based software: STAR, Accelerated Reader and Imagine Learning to increase student reading fluency and comprehension

**Person or Persons Responsible:**

Teachers

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: Accelerated Reader/STAR Reports; Imagine Learning Reports; OPM Data

**Facilitator:**

Imagine Learning Facilitator

**Participants:**

All Teachers

**Plan to Monitor Fidelity of Implementation of the Strategy**

**Action:**

The Literacy Leadership Team will conduct administrative walkthroughs and classroom observations to monitor fidelity of implementation.

**Person or Persons Responsible:**

Literacy Leadership Team

**Target Dates or Schedule:**

Weekly

**Evidence of Completion**

Formative: Software Reports; Student Work Folders

**Plan to Monitor Effectiveness of the Strategy**

**Action:**

The Literacy Leadership Team will monitor STAR, Accelerated Reader and Imagine Learning usage reports and adjust schedules as needed.

**Person or Persons Responsible:**

Literacy Leadership Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Formative: Software Usage Reports

<b>Goal #2:</b>	Our Reading goal for the 2013-2014 school year is to increase students scoring at or above Achievement Level 3 for all students by 2 percentage points to 85%
<b>Barrier #5:</b>	Performance data for students on the 2013 CELLA Writing section indicates that students require additional opportunities to practice academic writing and improve on the writing process
<b>Strategy #1:</b>	Teachers will provide students additional opportunities to practice academic writing

**Action Step 1**

**Action:**

The following instructional strategies will be utilized to address students' needs in the areas of Writing: Dialogue Journals; Graphic Organizers; Writing Prompts; Writing Process; Writer's Notebook

**Person or Persons Responsible:**

Teachers

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: Monthly Writing samples

**Plan to Monitor Fidelity of Implementation of the Strategy**

**Action:**

The Literacy Leadership Team will conduct classroom walk-throughs to observe classroom instruction to determine whether these strategies are being implemented

**Person or Persons Responsible:**

Literacy Leadership Team

**Target Dates or Schedule:**

Weekly

**Evidence of Completion**

Formative: Student Work Folders; Observations

**Plan to Monitor Effectiveness of the Strategy**

**Action:**

The Literacy Leadership Team will conduct data chats upon receiving the Interim Assessment Data. Instruction will be adjusted as needed.

**Person or Persons Responsible:**

Literacy Leadership Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative: District and School-Based Assessment Reports; Interim Assessment Data

<b>Goal #3:</b>	Our STEM goal for the 2013-2014 school year is to increase the number of STEM-related experiences and student participation by 1 percentage point to 98%.
<b>Barrier #1:</b>	Due to the non-traditional setting of the M-DCPS Primary Learning Center, students have received limited opportunities to participate in project-based learning experiences.
<b>Strategy #1:</b>	In order to emphasize and engage students in the problem solving process, teachers will increase the number of opportunities for students to participate in project-based learning experiences.

**Action Step 1**

**Action:**

Teachers will facilitate the opportunity to visit the school garden to observe and maintain the plants in addition to measuring the height and width of the plants. Students will then graph their data and provide a written explanation of their results.

**Person or Persons Responsible:**

Teachers

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Formative: Student Journals; Lab Reports; Data Logs

**Plan to Monitor Fidelity of Implementation of the Strategy**

**Action:**

The MTSS/Rtl Team will utilize Lab Reports Data and Data Logs to ensure progress is being made and adjust instruction as needed.

**Person or Persons Responsible:**

MTSS/Rtl Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion**

Formative: Lab Reports; Data Logs; School-Based Assessments

**Plan to Monitor Effectiveness of the Strategy**

**Action:**

The MTSS/Rtl Team will conduct administrative walkthroughs to observe classroom instruction to determine whether these strategies are being implemented.

**Person or Persons Responsible:**

MTSS/Rtl Team

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion:**

Formative: District and School-Based Assessments; Student Journals; Data Logs



<b>Goal #4:</b>	Our EWS goal for the 2013-2014 school year is to implement consistent monitoring of Early Warning Systems which will assist in increasing academic achievement by supporting students' needs through school-wide and community resources
<b>Barrier #1:</b>	The school understands that academic development is correlated to student attendance, on grade level mastery, and behavior. In monitoring the Early Warning Systems, our school will improve on student attendance by further minimizing the number of students who miss 10 percent or more of available instructional time.
<b>Strategy #1:</b>	Provide students and parents with the District and school attendance policy and procedures.

**Action Step 1**

**Action:**

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl Team.

**Person or Persons Responsible:**

MTSS/Rtl Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Daily Attendance Bulletin; COGNOS; Attendance Reports

**Plan to Monitor Fidelity of Implementation of the Strategy**

**Action:**

Conduct meetings with the school psychologist to address students with excessive absences.

**Person or Persons Responsible:**

MTSS/Rtl Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion**

Daily Attendance Bulletin; COGNOS; Attendance Reports

**Plan to Monitor Effectiveness of the Strategy**

**Action:**

Conduct meetings with the school psychologist to address students with excessive absences.

**Person or Persons Responsible:**

MTSS/Rtl Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Attendance Bulletin; COGNOS; Attendance Reports

<b>Goal #4:</b>	Our EWS goal for the 2013-2014 school year is to implement consistent monitoring of Early Warning Systems which will assist in increasing academic achievement by supporting students' needs through school-wide and community resources
<b>Barrier #2:</b>	The school understands that academic development is correlated to student attendance, on grade level mastery, and behavior. In monitoring the Early Warning Systems, our school will improve on further minimizing the number of students who receive two or more behavioral referrals.
<b>Strategy #1:</b>	Provide opportunities with school administration to review Student Code of Conduct and to provide incentives for positive behaviors

**Action Step 1 - Budget Item**

**Action:**

The MTSS/Rtl Team will review the Student Code of Conduct with new and former students. Teachers will provide behavior contracts outlining expected classroom behaviors.

**Person or Persons Responsible:**

MTSS/Rtl

**Target Dates or Schedule:**

August 19th, 2013

**Evidence of Completion:**

Monthly COGNOS Report

**Plan to Monitor Fidelity of Implementation of the Strategy**

**Action:**

The MTSS/Rtl Team will schedule reviews of data (interim assessment reports, attendance reports, truancy reports, suspension reports, school attendance rosters, and SCAM forms), to monitor students' progress and adjust strategies as needed

**Person or Persons Responsible:**

MTSS/Rtl Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion**

Reports generated from interim assessment reports, attendance reports, truancy reports, suspension reports, school attendance rosters, and SCAM forms

**Plan to Monitor Effectiveness of the Strategy**

**Action:**

The MTSS/Rtl Team will schedule reviews of data (interim assessment reports, attendance reports, truancy reports, suspension reports, school attendance rosters, and SCAM forms), to monitor students' progress and adjust strategies as needed.

**Person or Persons Responsible:**

MTSS/Rtl Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Reports generated from interim assessment reports, attendance reports, truancy reports, suspension reports, school attendance rosters, and SCAM forms

<b>Goal #4:</b>	Our EWS goal for the 2013-2014 school year is to implement consistent monitoring of Early Warning Systems which will assist in increasing academic achievement by supporting students' needs through school-wide and community resources
<b>Barrier #3:</b>	The school understands that academic development is correlated to student attendance, on grade level mastery, and behavior. In monitoring the Early Warning Systems, our school will improve on further minimizing the number of students retained in third grade because they are not proficient in reading.
<b>Strategy #1:</b>	Develop a time line for early identification of students in danger of retention.

**Action Step 1**

**Action:**

The MTSS/Rtl Team will conduct academic reviews of progress reports and identify students in danger of failing one or more courses. Meetings will be conducted with students, parents and teachers to address the needs of the students and ensure successful completion of course(s).

**Person or Persons Responsible:**

MTSS/Rtl Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Progress Reports; Academic Grade Reports

**Plan to Monitor Fidelity of Implementation of the Strategy**

**Action:**

The MTSS/Rtl Team will discuss at-risk students and develop the proper tier interventions. The students will be monitored throughout the school year to ensure passing grades are maintained.

**Person or Persons Responsible:**

MTSS/Rtl

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion**

Academic Grade Reports; FAIR Data; Interim Assessment Data

**Plan to Monitor Effectiveness of the Strategy**

**Action:**

The MTSS/Rtl Team will discuss at-risk students and develop the proper tier interventions. The students will be monitored throughout the school year to ensure passing grades are maintained.

**Person or Persons Responsible:**

MTSS/Rtl Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Academic Grade Reports; FAIR Data; Interim Assessment Data

<b>Goal #5:</b>	Our Mathematics goal for the 2013-2014 school year is to increase students scoring at or above Achievement Level 3 for all students by 2 percentage points to 85%
<b>Barrier #1:</b>	Performance data for students scoring at Achievement Level 3 on the 2013 FCAT indicates that there is a deficiency in Reporting Category-Number 1: Operations, Problems, and Statistics, resulting in difficulty in mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs
<b>Strategy #1:</b>	Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by implementing the use of manipulatives and engaging opportunities for practice

**Action Step 1 - PD Opportunity**

**Action:**

Teachers will implement the use of technology (iPADS, SmartBoard, Think Central) and manipulatives to promote students' interest and provide contexts for mathematical exploration and the development of student understanding of number and operations.

**Person or Persons Responsible:**

Mathematics Teachers

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: Think Central Software Reports; Go Math Benchmark Assessment Data

**Facilitator:**

Mathematics Department

**Participants:**

Mathematics Teachers

**Plan to Monitor Fidelity of Implementation of the Strategy**

**Action:**

The MTSS/Rtl Team will conduct classroom walk-throughs to observe classroom instruction to determine whether these strategies are being implemented. Additionally, lesson plans and grade level meeting minutes will be reviewed for evidence of implementation.

**Person or Persons Responsible:**

MTSS/Rtl Team

**Target Dates or Schedule:**

Weekly

**Evidence of Completion**

Formative: Think Central Software Reports; Go Math Benchmark Assessment Data; Lesson Plans; Grade Level Minutes

### Plan to Monitor Effectiveness of the Strategy

**Action:**

The MTSS/Rtl Team will conduct data chats upon receiving the Interim Assessment Data. Instruction will be adjusted as needed.

**Person or Persons Responsible:**

MTSS/Rtl Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative: Think Central Software Reports; Go Math Benchmark Assessment Data; Interim Assessment Data

<b>Goal #5:</b>	Our Mathematics goal for the 2013-2014 school year is to increase students scoring at or above Achievement Level 3 for all students by 2 percentage points to 85%
<b>Barrier #2:</b>	Performance data for students scoring at Achievement Level 4 and above on the 2013 FCAT indicates that there is a deficiency in Reporting Category-Number 1: Operations, Problems, and Statistics, resulting in difficulty in mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs
<b>Strategy #1:</b>	Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by implementing the use of manipulatives and engaging opportunities for practice

### Action Step 1 - PD Opportunity

**Action:**

Teachers will implement the use of technology (iPADS, SmartBoard, Think Central) and manipulatives to promote students' interest and provide contexts for mathematical exploration and the development of student understanding of number and operations.

**Person or Persons Responsible:**

Mathematics Teachers

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: Think Central Software Reports; Go Math Benchmark Assessment Data

**Facilitator:**

Mathematics Department

**Participants:**

Mathematics Teacher

**Plan to Monitor Fidelity of Implementation of the Strategy**

**Action:**

The MTSS/Rtl Team will conduct classroom walk-throughs to observe classroom instruction to determine whether these strategies are being implemented. Additionally, lesson plans and grade level meeting minutes will be reviewed for evidence of implementation.

**Person or Persons Responsible:**

MTSS/Rtl

**Target Dates or Schedule:**

Weekly

**Evidence of Completion**

Formative: Think Central Software Reports; Go Math Benchmark Assessment Data; Lesson Plans; Grade Level Minutes

**Plan to Monitor Effectiveness of the Strategy**

**Action:**

The MTSS/Rtl Team will conduct data chats upon receiving the Interim Assessment Data. Instruction will be adjusted as needed.

**Person or Persons Responsible:**

MTSS/Rtl Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative: Think Central Software Reports; Go Math Benchmark Assessment Data; Interim Assessment Data

<b>Goal #6:</b>	Our Parental Involvement goal for the 2013-2014 school year is to increase the percentage of parental involvement events by 10 percentage points, indicating that there will be 66% parental involvement during the 2013-2014 academic school year
<b>Barrier #1:</b>	Limited parental participation in school wide activities is due to conflicts with time and availability
<b>Strategy #1:</b>	Provide parents different opportunities to volunteer at the school site and encourage parents to become approved school volunteers

**Action Step 1**

**Action:**

The Administrative Team will announce all school activities via school calendar, newsletter, Connect-Ed announcements.

**Person or Persons Responsible:**

Administrative Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Volunteer Logs; Sign-In Sheets

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**Plan to Monitor Fidelity of Implementation of the Strategy**

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**Action:**

The Administrative Team will monitor school volunteer logs on a quarterly basis and will monitor the school calendar to ensure it provides information regarding school events parents can attend.

**Person or Persons Responsible:**

Administrative Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion**

Volunteer Logs

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**Plan to Monitor Effectiveness of the Strategy**

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**Action:**

The Administrative Team will monitor the effectiveness of the process by thoroughly reviewing the Volunteer Logs.

**Person or Persons Responsible:**

Administrative Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Volunteer Logs; Sign-In Sheets

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

### Professional development opportunities identified in the SIP as action steps to achieve the school's goals:

**Goal #2:** Our Reading goal for the 2013-2014 school year is to increase students scoring at or above Achievement Level 3 for all students by 2 percentage points to 85%

**Barrier #1:** Performance data for students scoring at Achievement Level 3 on the 2013 FCAT indicates that there is a deficiency in Reporting Category 4-Informational Text and Research Process [LA.3.6.1.1], resulting in difficulty reading and organizing informational text and text features to perform a task

**Strategy #1:** Implement text features and search tools to locate information relevant to a given topic

**Action Step #1:** Instruction should include the implementation of real-world documents such as how-to articles, brochures, fliers, charts, and websites to locate, interpret, and organize information.

#### Facilitator leader

Reading/LA Department

#### Participants

Reading/LA Teachers

#### Target dates or schedule

Ongoing

#### Evidence of Completion and Person Responsible for Monitoring

Formative: OPM Data Reports; District and School-Based Assessment Reports; Student Folders

(Person Responsible: Teachers)

**Barrier #2:** Performance data for students scoring at or above Achievement Level 4 on the 2013 FCAT indicates that there is a deficiency in Reporting Category 4-Informational Text and Research Process [LA.3.6.1.1], resulting in difficulty reading and organizing informational text and text features to perform a task

**Strategy #1:** Implement text features and search tools to locate information relevant to a given topic

**Action Step #1:** Instruction should include the implementation of real-world documents such as how-to articles, brochures, fliers, charts, and websites to locate, interpret, and organize information.

#### Facilitator leader

Reading/LA Department

#### Participants

Reading/LA Teachers

#### Target dates or schedule

Ongoing

#### Evidence of Completion and Person Responsible for Monitoring

Formative: OPM Data Reports; District and School-Based Assessment Reports; Student Folders

(Person Responsible: Teachers)



**Barrier #4:** Performance data for students on the 2013 CELLA Reading section indicates that students require additional opportunities to read in English

**Strategy #1:** In order for students to become proficient in Reading students need additional opportunities to consistently use computer research based programs.

**Action Step #1:** During Teacher-Led Group instruction, students will utilize the following evidence based software: STAR, Accelerated Reader and Imagine Learning to increase student reading fluency and comprehension

**Facilitator leader**

Imagine Learning Facilitator

**Participants**

All Teachers

**Target dates or schedule**

Ongoing

**Evidence of Completion and Person Responsible for Monitoring**

Formative: Accelerated Reader/STAR Reports; Imagine Learning Reports; OPM Data  
(Person Responsible: Teachers)

**Goal #5:** Our Mathematics goal for the 2013-2014 school year is to increase students scoring at or above Achievement Level 3 for all students by 2 percentage points to 85%

**Barrier #1:** Performance data for students scoring at Achievement Level 3 on the 2013 FCAT indicates that there is a deficiency in Reporting Category-Number 1: Operations, Problems, and Statistics, resulting in difficulty in mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs

**Strategy #1:** Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by implementing the use of manipulatives and engaging opportunities for practice

**Action Step #1:** Teachers will implement the use of technology (iPADS, SmartBoard, Think Central) and manipulatives to promote students' interest and provide contexts for mathematical exploration and the development of student understanding of number and operations.

**Facilitator leader**

Mathematics Department

**Participants**

Mathematics Teachers

**Target dates or schedule**

Ongoing

**Evidence of Completion and Person Responsible for Monitoring**

Formative: Think Central Software Reports; Go Math Benchmark Assessment Data  
(Person Responsible: Mathematics Teachers)

**Barrier #2:** Performance data for students scoring at Achievement Level 4 and above on the 2013 FCAT indicates that there is a deficiency in Reporting Category-Number 1: Operations, Problems, and Statistics, resulting in difficulty in mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs

**Strategy #1:** Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by implementing the use of manipulatives and engaging opportunities for practice

**Action Step #1:** Teachers will implement the use of technology (iPADS, SmartBoard, Think Central) and manipulatives to promote students' interest and provide contexts for mathematical exploration and the development of student understanding of number and operations.

**Facilitator leader**

Mathematics Department

**Participants**

Mathematics Teacher

**Target dates or schedule**

Ongoing

**Evidence of Completion and Person Responsible for Monitoring**

Formative: Think Central Software Reports; Go Math Benchmark Assessment Data

(Person Responsible: Mathematics Teachers)

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
Goal #4	Our EWS goal for the 2013-2014 school year is to implement consistent monitoring of Early Warning Systems which will assist in increasing academic achievement by supporting students' needs through school-wide and community resources	\$150
	Total	\$150

### Budget Summary by Resource Type and Funding Source

Resource Type	Other	Total
PTA	\$150	\$150
Total	\$150	\$150

### Budget Detail

**Goal #4:** Our EWS goal for the 2013-2014 school year is to implement consistent monitoring of Early Warning Systems which will assist in increasing academic achievement by supporting students' needs through school-wide and community resources

**Barrier #2:** The school understands that academic development is correlated to student attendance, on grade level mastery, and behavior. In monitoring the Early Warning Systems, our school will improve on further minimizing the number of students who receive two or more behavioral referrals.

**Strategy #1:** Provide opportunities with school administration to review Student Code of Conduct and to provide incentives for positive behaviors

**Action Step #1:** The MTSS/RtI Team will review the Student Code of Conduct with new and former students. Teachers will provide behavior contracts outlining expected classroom behaviors.

<b>Resource Type</b>	Other
<b>Resource</b>	Student incentives such as pencils, etc.
<b>Funding Source</b>	PTA
<b>Amount Needed</b>	\$150